



OKLAHOMA STATE REQUIREMENTS

1. Candidate Portfolios

The institution requires all initial and advanced certification candidates to develop a portfolio which documents a candidate's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Commission, State Regents, SDE, and institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes determined by the Commission, Regents, SDE, and the institution.

The teacher education unit and programs:

- Require the portfolio development process to begin no later than initial enrollment into the professional education course work or advanced program. The development process should include periodic checkpoints that provide feedback to the candidate;
- Develop and maintain a portfolio handbook(s), available for review during all site visits, which includes:
 - a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);
 - written policies, criteria, and institutional rubric(s) related to the assessment of the portfolio as a whole or individual artifacts contained in the portfolios for all individuals enrolled in initial and advanced certification programs.
- Focus initial level portfolios on Interstate New Teacher Assessment and Support Consortium (InTASC) standards and the Oklahoma General Competencies for Teacher Certification and Licensure. If the organizational scheme of the portfolio reflects the unit's conceptual framework, units may wish to provide an alignment document for the framework with the InTASC/Oklahoma General Competencies.
- Focus advanced level portfolios on national program standards for other school personnel.

2. Foreign Language Requirement

- The unit has a policy in place that ensures that educator preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages, in a language other than English. Demonstration of competency must occur prior to candidate completion of the educator preparation program.

3. Input from Stakeholders

- The institution has an established process for seeking program information and input from educator preparation faculty, faculty from arts and sciences, other programs and disciplines which are appropriate, candidates within the teacher education program, teachers, administrators, parents, guardians or custodians of students, and business and community leaders. This process may include surveys, websites, or other means of seeking input from stakeholders.
- The institution will report annually to Office of Educational Quality and Accountability the procedures used to inform the public regarding the institution's educator preparation program and the manner through which public input is solicited and received. The Institutional Plan shall be accessible to any interested party under the Oklahoma Open Records Act.

4. Content and Pedagogical Preparation

- Secondary and elementary/secondary teacher candidates have undergraduate majors, or their equivalents, in a subject area.
- Teacher candidates in early childhood, elementary, and special education have subject area concentrations that qualify them as generalists. Oklahoma State Regents for Higher Education require 12 semester hours in mathematics, science, language arts, and social studies. Candidates must document they meet subject matter competencies in mathematics, science, language arts, and social studies.
- Teacher candidates study, in existing coursework, substance abuse symptoms identification and prevention, mental illness symptoms identification and mental health issues, classroom management skills, and classroom safety and discipline techniques.

5. Advisement

- Teacher candidates are provided with advisement services to assist them in taking course work designed to maximize their opportunities for certification and employment. At the minimum teacher candidates are provided information on the latest supply and demand information concerning teacher employment, state salary structure and teaching shortage areas.

6. Field Experiences (Student teaching minimums)

- A minimum of 60 hours of diverse field experiences or its equivalent is completed by all initial candidates prior to student teaching.
- A minimum of 12 weeks or 360 hours of full-time student teaching or its equivalent is completed by all initial candidates prior to program completion.
- In advanced programs, practicum/clinical experiences are in place that adequately addresses the requirements established by their respective learned societies.

7. Admission Requirements and Exit Requirements

Oklahoma requirements for **admission** to initial educator preparation programs include:

- Documentation of the candidate's experiences working with children.
- Assessment of academic proficiency (e.g., general education skills proficiency tests) or successful completion of any prior college/university course work with at least 3.0 grade point average (GPA) on a 4-point scale in the liberal arts and sciences courses (a minimum of 20 hours) as defined by State Regent's policy or achieving an acceptable score on the State Regent's approved assessment for admittance into educator preparation programs.

Exit Requirements:

- The unit provides information on the criteria for exit adhering to all rules and regulations established by the Oklahoma State Department of Education.
- Requirements for exit from administrator preparation programs include:
 - successful completion of an administrator assessment that is aligned with state and national standards.
 - a culminating portfolio that is aligned with state and national standards.

8. Faculty Professional Development

- Units have an active system in place documenting and reporting the annual professional development activities of all educator preparation faculty members.
- All full-time educator preparation faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective educator preparation fields.

9. Alternative Placement Program

- A plan for alternative placement is in place that addresses the unique needs of candidates who seek teacher certification following professional experience in other professions.
- The unit maintains records on alternative placement candidates as required by law, including the submission of data on alternative placement candidates as part of the annual reports submitted to the Office of Educational Quality and Accountability.

10. Faculty Workload

- Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent.

11. Mentor Teachers

- Mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.